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ABSTRACT

This report describes Teamworks, a 3-year project in Chicago, Illinois, that addressed the need for greater collaboration and teamwork between general program and bilingual/ESL teachers in the teaching community. Infrequent communication between these two teacher groups caused fractured education for the limited-English-proficient (LEP) students who participated in the bilingual/ESL program. The project reviews the Chicago programs, from inception to conclusion and follow-up in this large, urban setting. The 4-member Teamworks staff provided a variety of support services to the schools involved, such as needs assessment and help with specific problems. Teamworks staff conducted individual teacher interviews, surveyed school principals, and coordinated teacher interaction. Pre- and post-data surveys revealed that the instructional competencies of both mainstream and bilingual teachers were enhanced by the Teamworks effort and discovered the need for greater involvement by school principals in such program activities. Appendixes list sample activities to improve coordination between teachers and sample training topics for enhancing instructional competencies. (Contains four references.) (NAV)

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TEAMWORKS: MAINSTREAM AND BILINGUAL/ESL TEACHER COLLABORATION

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TeamWorks:

Mainstream and Bilingual/ESL

Teacher Collaboration

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INTRODUCTION: THE PURPOSE AND RATIONALE FOR TEAMWORKS

TeamWorks was a three-year project in Chicago, Illinois, that addressed the need for greater collaboration and teamwork between general program and bilingual/ESL teachers. Forming new partnerships to educate America's children is one of the reform initiatives of the *Goals 2000: Educate America Act* (National Clearinghouse for Bilingual Education, 1995). Sharing the commitment for excellence and equity for all students is at the heart of this initiative. Creating closer collaboration between mainstream and bilingual/ESL teachers in schools with programs that serve limited English proficient (LEP) students is one type of partnership that can result in a shared commitment to systemic school reform leading to higher achievement and greater multicultural understanding in America's schools.

The State of Illinois has been a leader in recognizing the importance of including mainstream classroom teachers in the education of its LEP population. The Bilingual Section of the Illinois State Board of Education (ISBE) announced state priorities for improving programs to serve LEP students at its annual statewide project directors' meeting in April 1991. Integrating bilingual programs with general education programs in order that they not operate in isolation of each other was issued as one of the main priorities. School districts became accountable for their efforts in this direction, and applications for state funding now include a section in which districts are required to report their plans for coordinating the bilingual/ESL program with the general education program and their activities aimed at increasing coordination and communication among teachers. Thus, Illinois school districts have been asked by state policymakers to respond to this great need for integration of programs, which is aligned with the federal initiative of forming partnerships to educate America's children.

The need for coordination of the bilingual program with the general program is greatest in schools where there is only one minority language group served, and where there are large numbers of LEP students. This is due to the fact that teachers at such schools have a tendency to socially divide themselves into two groups: those who teach in bilingual programs and speak a language other than English, and those who do not. Such social segregation often leads to infrequent communication, even on school-related matters, between bilingual and mainstream teachers. Infrequent communication between the teachers also causes fractured education for the LEP students who participate in the bilingual/ESL program, especially for those who spend a portion of the day in the bilingual classroom and the rest of the day in the general education program.

Oftentimes there is no structure built in to the teaching schedule to allow for such coordination of instruction to take place. Maeroff (1993) points out that teamwork for any purpose is foreign to most teachers because the measure of their success usually stems from how adept they are at working on their own. At a minimum, bilingual/ESL and mainstream program teachers need to meet regularly to discuss the progress of specific students and to align their curriculum and instruction so that each LEP student receives a comprehensive and coordinated educational program. LEP students in pull-out programs often receive daily instruction in some subjects twice and in other subjects not at all. LEP students in part-time bilingual programs often are not provided the necessary native language assistance needed to fully benefit from content area instruction in the general program. Only through regular, ongoing communication between bilingual/ESL teachers and mainstream program teachers will such coordination take place. Yet, for various reasons, teachers do not always communicate or coordinate the curriculum and the instruction. Barth (1990) states that collegiality will come to schools only if it is valued and deliberately sought.

There are other ways in which coordination between bilingual/ESL programs and general programs can significantly enhance the education of LEP students. Integrating LEP and non-LEP students through specially coordinated classroom projects and school events, activities, or programs will increase LEP students' exposure to the English language, and ease their acculturation to the all English-speaking classroom. This in turn will result in greater English proficiency among LEP students and increased cross-cultural understanding within the school environment. There are many ways in which such student integration can take place. Field trips, plays, musicals, and other school events and activities can link LEP students with their English proficient peers. This requires coordination among teachers of bilingual/ESL and mainstream program classes. Class projects which connect LEP and English proficient students might take the form of peer-tutoring, cross-age shared reading, mentoring, penpals, organized playground activities, and so forth. Appendix A contains a list of possible collaborative activities.

Oftentimes parents of English-proficient Hispanic (or other ethnic group) students do not speak English and are reluctant to attend teacher conferences. If mainstream and bilingual/ESL teachers were paired and their schedules coordinated, joint conferences could take place or teacher-translators could be available in order to increase home-school communication. There are clear advantages to this collaborative endeavor (Erb and Doda, 1989). As teachers prepare together for parent conferences, they can discuss a student's progress from several perspectives and gain a more balanced understanding of the needs of language minority students. During

joint conferences, parents are better able to communicate with mainstream teachers when bilingual teachers who understand their language and culture are present.

One of the underlying principles embedded in the *Goals 2000: Educate America Act* (National Clearinghouse for Bilingual Education, 1995) is that education reform can be enhanced through increased teacher collaboration. Mainstream teachers often do not understand the culture or learning styles of LEP students, and sometimes have difficulty making sense of behaviors with which they are unfamiliar. Regular dialogues and cultural discussions between bilingual/ESL and mainstream teachers would help address this need. Such communication needs to be purposively planned.

For three years, selected Chicago schools were involved in the TeamWorks project to address the need for greater collaboration and teamwork between general program and bilingual/ESL teachers and to help meet the state priority for coordinating and, thus, reducing the isolation of the two programs. What follows is a description of the TeamWorks project from its inception to its conclusion and follow-up stage. While the example of Chicago shows how the project was accomplished in a large urban setting, the design and implementation of similar projects in other contexts could be easily adapted from this model.

TEAMWORKS IN THE CONTEXT OF THE CHICAGO PUBLIC SCHOOLS

The Chicago Public Schools have a high concentration of LEP students. During the 1993-1994 school year, 57,964 of the school system's approximately 450,000 students were identified as LEP; of these, 79 percent were Spanish speaking. There are more than 250 Chicago public schools with bilingual/ESL programs. The schools are grouped into districts of which two, Districts 3 and 5, have the most schools with the largest bilingual programs (some programs involve as many as 20 bilingual teachers), and 99 percent of the schools in these districts serve Hispanic students.

In an attempt to understand the issues of program collaboration from multiple perspectives, discussions occurred with Chicago administrators and teachers in 1991 about the rationale for and the extent to which the need for coordination exists in the Chicago Public Schools. From these discussions it became clear that mainstream teachers and bilingual/ESL teachers need to enhance their skills in teaching English to LEP students. A few mainstream teachers have taken courses in ESL methods in order to better meet the instructional needs of their LEP students, but a great need exists for expansion of this type of training. A broadly based effort is needed to upgrade teacher competencies in adapting materials and instruction, selecting learning materials, revising curricula, utilizing more whole language and cooperative learning approaches, and generally infusing the teaching day with ESL methods. Appendix B lists the topics

addressing the instructional needs of LEP students that were identified by Chicago teachers and administrators as most pressing across the system.

Many types of bilingual/ESL instructional models exist within the Chicago schools. The same broad need exists to coordinate all bilingual/ESL instructional program models with the general school program. This is evident not only because the state and key Chicago administrators have identified this need, but also because an informed group of Chicago public school principals verified that teacher dynamics within the schools lead to the conclusion that such coordination and teacher skill enhancement is necessary. As leaders, principals are more reliable than other administrators in determining the extent to which the need exists in their individual schools. Additionally, they are able to provide a certain objectivity that their teaching staff is not able to provide due to the nature of the need.

ASSESSMENT OF NEEDS: CHICAGO PRINCIPALS' PERSPECTIVE

In October 1991, 76 Chicago elementary principals in schools with bilingual programs in Districts 3 and 5 were asked to respond to a survey. The survey contained questions regarding: 1) the need for improving coordination between the general education program and the bilingual/ESL program; and 2) the need for improving general program teachers' and bilingual teachers' competencies for serving LEP students. Thirty-nine responded for a return rate of 51 percent.

The principals responded to nine items measuring their perception of the degree to which teachers perform certain activities related to coordination and the degree to which language minority students and their culture are integrated into the school environment. A five-point Likert scale was used to measure their views, where 5 indicated that the behavior or activity frequently occurs and 1 indicated that the behavior or activity never occurs.

A rank order of the mean rating for each of the nine items shows the manner in which the principals perceived the following behaviors or activities. They are ordered from least frequent to most frequent.

1. Bilingual and non-bilingual teachers observe each other's classes. (1.7).
2. Bilingual and non-bilingual teachers hold joint parent conferences. (2.2).
3. Bilingual and non-bilingual teachers regularly discuss LEP students' progress. (2.8).
4. Bilingual and non-bilingual teachers jointly develop curriculum and instruction. (3.0).
5. Non-bilingual teachers utilize strategies to develop English proficiency. (3.2).
6. Mainstream teachers understand and are sensitive to Hispanic cultural differences. (3.5).
7. The school's physical environment reflects Hispanic heritage. (3.6).
8. Multicultural concepts are infused into the mainstream curriculum. (3.7).

9. LEP and non-LEP students jointly participate in school events, projects, and activities. (4.6).

Based on these results it was clear that principals believe that infrequent communication occurs between bilingual and non-bilingual teachers related to instruction. According to the principals' responses, teachers almost never observe each other and rarely work together or discuss students' progress. Principals were asked to identify specific concerns or needs their schools had at the time. The need for coordination is reflected in their written comments. The following is a sample of their concerns:

"We want our Spanish bilingual program to parallel the English programs in scope and content (literature-based, whole language, integrating of curriculum, etc.)."

(We need to) "...coordinate the curriculum with the non-bilingual and bilingual teachers in order to have greater understanding and cooperation among the members of both groups."

(My concern is) "...providing non-bilingual teachers with additional resources by which to better service their LEP students."

(We need a) "... staff development program geared to promote a better understanding of the need to enhance student integration in all possible ways."

"There is a need for continuity between the monolingual and bilingual classrooms. How do we bridge the gap for those students who must be in the bilingual program?"

"Multicultural education should be taught by every teacher and not neglected."

(We need) "... more inservices on multicultural education for teachers in the general program."

(We need) "...to develop greater interaction between bilingual and non-bilingual teachers. The bilingual program should be seen as an opportunity for enrichment in the two languages, a plus for self-esteem, and not as an obstacle to learning."

(We need) "... more sharing among staff and students."

(We need) "... staff development in coordinating bilingual and non-bilingual staff efforts."

Other concerns expressed by the principals addressed such issues as lack of space, lack of bilingual teachers, a need for clearer exit criteria, a need for more parental

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involvement, a need for better understanding of the purpose of bilingual education, more ESL training, and the growing number of LEP students.

The last item to which the principals responded was an assessment of the need in their schools for a project designed to improve coordination among bilingual and non-bilingual teachers and to enhance instructional competencies for serving LEP students. On a scale of 1 to 5 with 1 indicating "not at all" and 5 indicating "very much," the average rating was 4.6 (n=33). This reflects the principals' belief that a training project designed to enhance coordination is very much needed.

The results and comments obtained from this survey were shared with administrators from the Department of Language and Cultural Education of the Chicago Public Schools and subsequently became the starting point for TeamWorks, a Short Term Training grant awarded by the U.S. Department of Education's Office of Bilingual Education and Minority Languages Affairs (OBEMLA) to the University of Illinois at Chicago. Supporting professional development networks which are tied to systemic school reform is proposed as a means of meeting the National Education Goal to provide the nation's teaching force with the knowledge and skills to prepare all students for the next century (National Clearinghouse for Bilingual Education, 1995). On the basis of this National Education Goal and in recognition that the next century will include increased numbers of limited English proficient students, TeamWorks was created.

WHAT IS TEAMWORKS?

TeamWorks is a program that provides professional development and support for improving the education of all children in schools with limited English proficient populations. It is structured to bring together teams of teachers representing both the bilingual/ESL program and the mainstream program, who collaborate to develop projects which enhance the coordination between the general program and the bilingual/ESL program in their respective schools. The TeamWorks staff consisted of a project director, a project coordinator, and two project trainers.

WHAT ARE THE GOALS OF TEAMWORKS?

There are two primary goals of TeamWorks.

1. Schools with bilingual/ESL programs will improve coordination between the regular classrooms and the bilingual classrooms in order to better serve LEP students; and,
2. Teachers in both the mainstream classroom and the bilingual/ESL classroom will improve their competence in providing instruction to LEP students.

Under these two goals are several objectives. Teacher teams are trained to design needs assessment data gathering procedures, to conduct and analyze needs assessment data, to develop a schoolwide plan for increasing coordination, to develop a plan for improving instructional competencies of teachers in each participating school, and to implement the schoolwide plans at each participating school.

The TeamWorks staff provides needed follow-up to schools during the implementation phase of the project. Teacher teams are trained to provide leadership to school staff in implementing TeamWorks goals, and are linked with outside resources to provide staff development workshops that focus on follow-up for teachers to assure transfer of training.

In order to achieve the two primary goals, each participating school is viewed as unique. No one set of activities is imposed upon all of the schools because each school differs in terms of strengths and weaknesses regarding the coordination and instructional competence of its bilingual/ESL and mainstream teachers. Individual school-based objectives are developed for each participating school in order to attain these goals. Only individuals from each school are involved in the development of these objectives since they are based on individual school needs assessments.

HOW MANY SCHOOLS PARTICIPATED IN TEAMWORKS AND HOW WERE THEY SELECTED?

During the 1992-93 academic year, 76 elementary schools with bilingual programs in Districts 3 and 5 were targeted for participation in TeamWorks. Spanish is the primary native language of 98 percent of the LEP students in these two districts. Fourteen elementary schools participated during Year 1 of TeamWorks. All of these schools enroll Spanish-speaking LEP students and one school also serves Polish students in the bilingual program.

The purpose for limiting participation to Spanish-speaking populations during the first year was to assure that the training model was well developed for addressing the needs of the largest group of LEP students before expanding the training to include multiple language groups.

During Years 2 and 3, all elementary and secondary schools with at least 100 LEP students enrolled in bilingual programs were targeted for participation in TeamWorks: 12 schools participated during Year 2, and 11 during Year 3. Two high schools also became involved. Two schools participated during both Years 2 and 3; one principal requested participation during all three years, sending new teacher teams each year. Language groups were expanded in Years 2 and 3 to include Polish, Arabic, Rumanian, Urdu, Greek, Korean, Cantonese, Mandarin, Filipino, Haitian, Serbian, Vietnamese, Lao,

Hmong, Italian, Assyrian, Gujarati, Hindi, Khmer, and Russian, in addition to Spanish. Program models were expanded to include schools serving multiple language groups with varying program designs. Schools participated from all sections of the city.

HOW DID PRINCIPALS PARTICIPATE IN THE SELECTION PROCESS?

The principals of the target schools for each year were notified in August that their school was eligible for participation in TeamWorks, and they were invited to an information session at the university. If interested in the project, they signed a form expressing their desire to become a TeamWorks school and answered a few brief questions regarding their perceptions of coordination within their school. They were then asked to identify one mainstream classroom teacher and one bilingual/ESL teacher to represent the school and become project trainees. Participating teachers were selected in various ways: through faculty nominations, appointment by the Local School Council, self-selection, appointment by the principal, and so forth. Participating teachers were expected to become respected instructional leaders with skills in planning and implementing school-based efforts and to work well together as a team. During Year 1, one school involved three teachers in Project TeamWorks. This was to accommodate the Polish bilingual program, which was separate from the program serving Spanish-speaking LEP students. During Year 2 one school requested that four teachers participate, two representing the general program and two representing the bilingual program. It was agreed that this model would be tried. During Year 3, variations of teams involving from one to four individuals from each school were included. Mainstream teachers represented a wide variety of teaching positions, including special subject teachers such as art, physical education, music, computer lab, special education, and librarians, as well as every grade from K-8. The secondary level was represented by a counselor, a math teacher, and a history teacher.

HOW WAS THE TRAINING STRUCTURED?

Upon selection, each teacher signed a letter of commitment to attend three-hour weekly sessions during the first four months of the academic year (Phase I), and twice a month during the second four months of the year (Phase II). These training sessions were conducted by TeamWorks staff and by external consultants. The purpose of the sessions was to train each teacher team in topics related to improving coordination and developing: 1) a schoolwide plan for improving the coordination between the mainstream program and the bilingual/ESL program; and, 2) a plan for enhancing the instructional competencies of teachers in both the mainstream and bilingual programs in order to better serve LEP students in their school.

During Phase I, the teacher teams conducted needs assessments at their individual schools. These needs assessments included data from teachers, parents, and others, and took the form of structured interviews, observation, checklists, unstructured dialogues, and formerly collected information. Teachers were trained in how to prioritize needs and how to develop objectives that would have the greatest potential for change within the context of a positive school climate. The school principal, local school council members, and bilingual advisory committee members also played an integral part in identifying objectives aimed at increasing mainstream and bilingual/ESL program collaboration and enhancing instructional competencies among the teachers.

During Phase II, TeamWorks sessions provided additional training in topics identified by the teachers, and allowed for discussion of the implementation of their school-based plans. In the process, the teachers tackled problems, developed a support network, and informally evaluated and redirected efforts when warranted.

Emphasis was placed on change in small increments. Even though a teacher team might have identified multiple needs, only a few objectives were formulated in order to ensure successful implementation of the schoolwide plan. Teachers were encouraged to use TeamWorks to improve and build upon existing structures and school improvement activities already taking place at their school. Objectives which focused on specific grade levels or specific teachers were encouraged because they are often potentially more successful than those involving everyone. The specific objectives developed by the teachers depended on the existing climate in their school.

Through the leadership training they received, these teams of teachers were equipped with skills to continue addressing in future years the school-based needs that they identified. Additionally, a network of supportive teachers and trainers was made available to them for assistance. Follow-up assistance was offered to each school by the TeamWorks staff after their year of participation.

WHAT TOPICS DID THE TRAINING CURRICULUM COVER?

Phase I

The first part of each three-hour session provided theory and practical information pertaining to the necessary skills and knowledge involved in topics identified by the project staff or the project participants. The second part of each session was conducted in pairs or small groups, and was devoted to analyzing needs assessment data and developing each school's plan for achieving better coordination. At the end of Phase I the goal was for each team to have a detailed set of objectives constituting a schoolwide plan, and a timeline of activities for implementing their school's plan.

Table 1 identifies the topics included in the first phase of training during the three-hour weekly planning sessions for each year. Each TeamWorks teacher received appropriate handouts and training materials for all of the topics covered. These included a book, *Affirming Diversity* by Sonia Nieto, and the Chicago Public Schools' *Implementation Handbook on Bilingual Education*.

The teachers participated in identifying relevant topics based on their needs. Some of the topics planned during Years 2 and 3 were reordered based on what was learned during Year 1. Also, in Years 2 and 3 teachers identified different areas about

Table 1

TeamWorks Phase I Training Curriculum

Year 1 (Oct. 92–Jan. 93)	Year 2 (Nov. 93–Feb. 94)	Year 3 (Oct. 94–Jan. 95)
Introduction to TeamWorks	Introduction to TeamWorks	Introduction to TeamWorks
Conducting School Needs Assessments	**Rationale and Purpose of Bilingual Education**	**Philosophy and Purpose of Bilingual Education**
Analyzing Needs Assessment Data	**State of Illinois Rules and Regulations Regarding Bilingual Education**	Conducting School Needs Assessments
Rationale and Purpose of Bilingual Education	Conducting School Needs Assessments	**Analyzing Needs Assessment Data**
Understanding the Change Process	Analyzing Needs Assessment Data	**Applying for Mini-Grants**
Formats for Developing TeamWorks Plans	**Chicago Public Schools Policies Regarding Bilingual Education**	**Classroom Strategies for Teaching LEP Students**
Group Dynamics and Team Building	Formats for Developing TeamWorks Plans	Group Dynamics and Team Building
Chicago Public Schools Policies Regarding Bilingual Education	**Training Services Provided by the Multifunctional Resource Center**	**School Climate Issues**
Problem Solving Techniques	Understanding the Change Process	**MRC Services and Resources**
State of Illinois Rules and Regulations Regarding Bilingual Education	**Dealing with Violence and Gangs in Schools**	**Transitioning into the Mainstream: A Model**
Conducting Workshops and Principles of Staff Development	**Transitioning into the Mainstream: A Model**	**Cross-Cultural Understanding**
Sharing Plans and Celebration Dinner	Sharing Plans and Celebration Dinner	Sharing Plans and Celebration Dinner

which they wanted more information. These are reflected in table 1. Topics in boldface indicate sessions where guest speakers were invited to address the teachers. Consultants from the Illinois State Board of Education, the Chicago Public Schools, the Multifunctional Resource Center, and neighboring school districts filled these roles. During most of these three-hour sessions, time was provided for teacher teams to work together to analyze needs assessment data, develop plans, or discuss issues and solve problems. In Years 2 and 3, several Years 1 and 2 TeamWorks teachers representing multiple schools shared their experiences and their specific coordination activities, and discussed the impact and success of TeamWorks in their schools. Years 2 and 3 teachers found these Years 1 and 2 teachers' experiences to be extremely beneficial.

Phase II

During Phase II, teachers who participated in Phase I of TeamWorks were responsible for leading the efforts to implement their school's plan to increase the coordination between the general program and the bilingual/ESL program. During this phase, the pairs of teachers met twice a month for three hours with the same group with which they were trained during Phase I. The purpose of these meetings was to provide supportive follow-up assistance to each other under the guidance of qualified staff developers and master trainers. Discussions centered on the successes and difficulties encountered in implementing the activities at the school level. Problem-solving techniques were reviewed at this time as they related to each school's needs. Additional topics for training were identified by the teachers. During Phase II, other teachers and administrators from the participating schools were invited and encouraged to attend these training sessions. Table 2 lists the topics addressed during Phase II.

During Year 1, participating teachers were required to attend all of the sharing and problem solving sessions. The training sessions with guest speakers were optional and were open to anyone from the participating schools. After reflecting on this format and considering the fact that Year 2 began in November instead of October because of the delay in start-up of the Chicago Public Schools, this was changed to require participating teachers to attend all sessions, and to integrate sharing and problem solving into each of the sessions. This format was repeated during Year 3.

WHAT WAS THE ROLE OF THE TEAMWORKS STAFF?

In addition to their training roles, the four-member TeamWorks staff provided a variety of support services to each school in order to meet the goals of the project. These services varied by school. Following is a list of services in descending order, from most frequently requested to least frequently requested.

Provide ongoing consultative assistance in the needs assessment process and in developing school plans.

Help teams solve specific problems.

Meet with principals to discuss the project as it relates to their schools' needs.

Assist in the analysis of needs assessment data.

Present an overview of Project TeamWorks to school faculty.

Identify materials, resources, and workshop presenters/consultants to meet specific needs.

Conduct brief teacher workshops at the schools on themes such as the rationale for bilingual education, dual language instruction, and ESL techniques.

Table 2

TeamWorks Phase II Training Curriculum

Year 1 (Feb.-June 1993)	Year 2 (March-June 1994)	Year 3 (Feb.-June 1995)
Services Provided by the Multifunctional Resource Center	Special Session with Year 1 Teachers, and Principals from Year 1 and Year 2	Working Session to Develop Plans
Sharing and Problem Solving	**Integrating Curriculum**	**The Students' Perspective in the Bilingual Transitioning Process**
Multicultural Understanding	**Problem Solving and Conflict Resolution**	**Integrating Content and Language Instruction Through Cooperative Learning**
Sharing and Problem Solving	**Integrating Math/Science with ESL Instruction**	**Programs and Services of the National Conference**
Strategies for Integrating Students	**Keeping Integration Simple and Successful**	**Mainstream and Bilingual Teacher and Student Connections**
Sharing and Problem Solving	**Working Session**	Formats for Developing Plans
Strategies for Integrating Instruction	Funding Sources and Strategies for Writing Grants	**Keeping Integration Simple and Successful**
Sharing and Problem Solving	**Strategies for Integrating Students**	**Supporting Special Needs Students in the ESL/ Bilingual Classroom**
Conflict Resolution	**Conflict Resolution**	**Story Drama Workshop**
Sharing and Problem Solving	**Peer Negotiation Strategies**	Working Session
Celebration with Principals and Invited Guests; TeamWorks Certificates Issued	Celebration with Principals and Invited Guests; TeamWorks Certificates Issued	Celebration with Principals and Invited Guests; TeamWorks Certificates Issued

Substitute in classes to allow teachers opportunities to meet or observe each other.
Facilitate the development of integrated thematic units.
Facilitate grade-level meetings of teachers within the schools.
Participate as guest readers in bilingual and general program classrooms.

HOW WAS PROGRESS IN EACH TEAMWORKS SCHOOL DOCUMENTED?

The TeamWorks staff documented the progress of each school during Phases I and II of the project in several ways. A log of progress and activities was kept for each school. This became part of the school's portfolio, which also included school demographic information, needs assessment raw data and tabulated data, drafts and final copies of each school's plan, pre- and post-project surveys of the teachers and principals on their perceptions related to the project, and other documentation or anecdotal information of school-based activities related to the goals of the project.

Individual interviews were held between the principals of each participating school and the TeamWorks staff. Follow-up calls and visits were made to schools during Years 2 and 3. From the portfolio data and these personal contacts, an individual profile was developed of the success of each school in accomplishing the goal of achieving collaborative relationships between mainstream and bilingual/ESL teachers, in integrating LEP and non-LEP students, and in reforming school structures and curriculum. Below is an account of what occurred in two TeamWorks schools, followed by a general description of the types of activities that occurred across the participating schools.

WHAT WAS THE IMPACT OF TEAMWORKS ON PARTICIPATING CHICAGO PUBLIC SCHOOLS?

In one school, TeamWorks teachers conducted individual, face-to-face interviews with each teacher in the school. An analysis of their data revealed that most mainstream teachers were unfamiliar with the bilingual program in their school. Appropriate services to LEP students were practically nonexistent. Students were exited from the bilingual program without adequate knowledge of English, and mainstream teachers were ill-equipped to facilitate the language development process. Hispanic parents of both mainstream and bilingual program students were not involved in the educational process. Teachers were asked how to address some of these concerns. They suggested teacher rap sessions, inservices on ESL strategies, and a parent involvement program, and voiced the need to develop a shared vision among the staff. These suggestions were incorporated into a plan of action that began with a parent program open to all parents and included field trips, ESL classes, and parenting skills development.

During its second year (1993-94) the project focused on teacher education. A video training program of ESL strategies was purchased and used in informal weekly meetings of both mainstream and bilingual teachers whose goal was to improve their teaching of LEP students. The TeamWorks teachers reported that the parent program is now being led by other teachers in the building and that the weekly ESL meetings of teachers were very successful. The TeamWorks teachers themselves stated that they were amazed at the enthusiasm of the teachers in wanting to learn more strategies for teaching LEP students. They reported that the teachers read the training handouts ahead of time, tried out the strategies in their classroom, and presently continue to informally discuss how things are going. Communication and collaboration have definitely improved in the school, according to the principal and TeamWorks teachers.

In another school, each bilingual teacher was paired with a mainstream teacher. Under the principal's direction, each teacher-pair was required to integrate the LEP and non-LEP students in their classrooms for activities of their choice. They reported these activities on a weekly basis at grade-level meetings and documented what they were doing for the principal. One of the TeamWorks teachers who represented the mainstream program for her school has provided exceptional leadership to other teacher-pairs in this endeavor. Presently she coordinates instructional activities with a second-grade bilingual classroom, and together they produced a musical version in English of *The Little Red Hen*. The slide show she made depicts LEP students interacting with English proficient peers. The teacher reported that the LEP students have made new friends, are learning more English, and are expressing a great deal of comfort in settings with mainstream students, with whom they interact now on a regular basis. Prior to this, the bilingual program children had very little contact with mainstream children and/or teachers. During Year 2 this second-grade TeamWorks mainstream teacher presented her ideas for instructional integration of children at the annual Illinois State Conference for Bilingual Education. Over 50 persons attended the session where she described her success and shared slides of the children working together. She believes that if the LEP children have a good experience with her and get to know her as a teacher who cares about them, even though she doesn't speak Spanish, they will transfer these good feelings to other non-Spanish speaking teachers when they are exited from the bilingual program. Several TeamWorks teachers presented at various local conferences and workshops during Years 2 and 3.

In other TeamWorks schools, the curriculum became the main focus. Developing integrated thematic units at grade-level meetings was one of the most frequent activities of the TeamWorks schools. Also, several schools used grade-level meetings to develop a shared philosophy of teaching, particularly literacy, or to organize and

align the instruction in the two programs. Some schools focused on infusing ESL strategies into the content areas. Another frequent activity was teacher inservice on issues related to bilingual education. In one school a cross-age tutoring program was implemented. Seventh- and eighth-grade bilingual students were paired with first- and second-grade mainstream students to read and write stories with them. Team teaching was tried in another school. In several schools the schedules of the special subject (art, physical education, music and computer) teachers were rearranged so that bilingual and general program students could be integrated for instruction. This also involved teacher inservice on how to facilitate communication among LEP students and non-LEP teachers and students. A few schools focused on developing cultural appreciation among the students through shared activities, events, and speakers. In a couple of schools peer observation was implemented so that the general program teachers and bilingual teachers could learn more about what each does in the classroom. Several schools upgraded their parent involvement activities, including joint conferences between bilingual and general program teachers for students who have been exited from the program, but whose parents do not speak English. In summary, a wide variety of objectives were developed and activities implemented to achieve the goal of better coordination among the 31 participating schools. Some schools sent new teams to work on TeamWorks efforts in subsequent years. A side effect of the program was that, in most cases, the TeamWorks teachers from the same school developed a collaborative relationship among themselves, which carried over into the schools. Also, a support network of teachers was formed that became instrumental in assisting the Years 2 and 3 TeamWorks teachers. Some of the TeamWorks teachers even arranged to visit each other's schools and observe each other teaching.

WHAT FACTORS LED TO SUCCESS IN TEAMWORKS SCHOOLS?

During the implementation phase, each school's plan and log of progress and activities was reviewed by the project coordinator. Information gathered during the follow-up interviews of principals and teachers and pre- and post-project surveys was examined. On the basis of these data, we concluded that the schools varied in the degree of success they experienced in implementing the plans they formulated for improving the coordination between the mainstream program and the bilingual/ESL program. All of the teacher teams developed a written plan for their school. Some plans were more elaborate than others, making it clear that some teachers devoted a greater degree of effort at their schools on TeamWorks than did others. Some of the plans evolved and changed during the implementation stage. A qualitative, descriptive analysis of why some schools achieved greater success than others and carried

over or expanded their efforts during subsequent school years revealed that the following factors played a significant positive role: a supportive, involved principal committed to better coordination and respectful of the efforts of the TeamWorks teachers; low teacher turnover; stability of the student population; leadership and personal qualities of the TeamWorks teachers, including their commitment and persistence in the face of obstacles; supportive structures already in place at the school, such as an involved Local School Council or existing activities related to the goals of Project TeamWorks; and a school faculty with minimal divisiveness or cliquishness.

In summary, the primary focus of TeamWorks was to strengthen the coordination between Chicago schools' bilingual and mainstream programs in order to better serve LEP students. In accomplishing this, pre- and post-project survey data revealed that the instructional competencies of both mainstream and bilingual teachers were enhanced. Because of the nature of the project, specific school-based activities were tailor-made, stemming from school-based objectives, which varied according to each school's needs.

The ongoing knowledge gained from experiences with TeamWorks was used to improve efforts during Years 2 and 3. Knowing what works best made it easier to guide the schools toward achieving success. For example, a special session was held of TeamWorks teachers and their principals from Years 1 and 2. Nine of the 12 principals from Year 2 attended. Two non-attending principals intended to participate but emergencies at their schools arose. There is now a better understanding of the importance of involving the principals during all stages of the project. Currently TeamWorks schools are implementing plans that directly impact teachers, students, parents, programs, instruction, curriculum, and school climate to provide optimal conditions for educating all students in their schools. The TeamWorks staff will continue to follow their progress and provide supportive services to maximize their success.

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Appendix A

Sample Activities to Improve Coordination Between the Mainstream Program and the Bilingual/ESL Program

1. Bilingual and mainstream teachers will jointly organize and sequence the bilingual curriculum so that it is aligned with the mainstream curriculum (may be targeted for a specific content area such as math, science, or social studies).
2. Bilingual and mainstream teachers will jointly review texts and learning materials and coordinate the purchase of the same for both programs.
3. Bilingual and mainstream teachers will observe each other's classrooms for the purpose of understanding each other's teaching methods and in order to observe individual students in each instructional setting.
4. Bilingual and mainstream teachers will hold joint parent conferences to facilitate coordination and communication with parents.
5. Bilingual and mainstream teachers will hold regular meetings to discuss individual students' progress.
6. Bilingual and mainstream teachers of the same grade will plan units of instruction together based on an integrated thematic approach to learning.
7. Bilingual and mainstream classrooms will participate jointly in field trips.
8. Bilingual and mainstream peer tutoring projects will pair LEP students with non-LEP students of the same age across classrooms.
9. Cross-age shared reading involving bilingual and mainstream students will enhance fifth and first graders' English literacy development.
10. Peer or cross-age dialogue journals will improve LEP students' writing in English.
11. Playground activities will be organized for the purpose of socially integrating LEP and non-LEP students.
12. Cross-age "big-brother/big-sister" projects will bring together English proficient eighth graders and LEP fourth graders for the purpose of sharing knowledge, mentoring, and helping with schoolwork.
13. Cultural information will be shared at regular meetings between mainstream and regular classroom teachers for the purpose of clarifying students' behavior and sensitizing teachers to cultural differences.
14. Multicultural concepts will be infused into the mainstream curriculum by teams of bilingual and mainstream teachers who work together.
15. The school's physical environment will reflect the Hispanic community by including signs in Spanish, murals in the Mexican style, or bulletin boards with Hispanic arts and crafts.
16. The music curriculum will be revised to incorporate Hispanic songs and musical elements.
17. Bilingual and mainstream teachers will observe each other's teaching and provide each other with non-evaluative feedback.
18. Mainstream teachers will become sensitized to Hispanic students' preferred learning styles, and develop skills in promoting achievement-related behaviors.

Appendix B

Sample Training Topics for Enhancing Instructional Competencies of Mainstream and Bilingual/ESL Teachers

1. How to adapt mainstream lessons and learning materials to meet the needs of LEP students.
2. How to adapt oral presentation of information in English to make it more comprehensible to LEP students.
3. How to modify literacy instruction, adapt basal readers, or implement a whole language philosophy.
4. How to identify suitable learning materials and match them to the instructional needs of LEP students.
5. How to promote English communication among LEP students by integrating LEP and English proficient learners in cooperative classroom activities.
6. How to promote comprehension of academic English among LEP students by teaching them specific learning strategies.
7. How to teach English as a Second Language.
8. How to incorporate ESL methods in mainstream classroom instruction.
9. How to design classroom environments that promote English language development.
10. How to manage multi-language level classroom environments.
11. How to assess LEP students' progress.
12. How to grade LEP students.
13. How to distinguish between language difficulties and learning problems.
14. How to work with teaching assistants.
15. How to say basic Spanish phrases and school-related vocabulary (for mainstream teachers).

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TeamWorks: Mainstream and Bilingual/ESL Teacher Collaboration

This program information guide describes TeamWorks, a program based in Chicago (Illinois) Public Schools that provides professional development and support for improving the education of all children in schools with limited English proficient populations. It is structured to bring together teams of teachers representing both the bilingual/ESL program and the mainstream program, who collaborate to develop projects which enhance the coordination between the general program and the bilingual/ESL program in their respective schools.

There are two primary goals of TeamWorks: 1) schools with bilingual/ESL programs will improve coordination between the regular classrooms and the bilingual classrooms in order to better serve LEP students; and, 2) teachers in both the mainstream classroom and the bilingual/ESL classroom will improve their competence in providing instruction to LEP students.

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